**DATE: April 23rd-27th/2012 WEEK: 32 GRADE: FIRST**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: HOW THE WORLD WORKS** | **Subject Area: english: WRITING** |
| **WRITING ACHIEVEMENT INDICATORS**   1. Uses standard spelling and phonics for an increasing range of words. (Phase 3) 2. Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading. (Phase 3) 3. Begins to develop editing skills. (Phase 3) |  |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20min  20min | . Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the  teacher and/or encountered  in reading. (Phase 3)  . Begins to develop editing skills. | **ACTIVITY 1 (Modeled Writing)**   * Display shared writing card Side A and review elements and structure of a story (Beginning, middle, end, setting, characters, problem, plot) * Explain that the three boxes in the schema represent: first the problem, then, the children thinking how to solve the problem and the last one, shows the solution of the problem. * Ask children to propose sentences to write on each box. Explain that next day; they will participate on writing a story about a different topic, so that they start thinking on the problem related to care of Planet Earth. Write on the notebook using the sentence frame: ***“I want to write about…”***   **ACTIVITY 2 (Shared)**   * Display shared writing card side B, and reviews the structure of the story**.** * Listen to the children’s ideas and decide on the problem of the story. * Ask for volunteers to give ideas of how to express the problem and first event while you scribe it on the top box. * Repeat the procedure with the second box (attempt to solve the problem) and the last box (Solution).   **ACTIVITY 3**   * Ask for volunteers to read the draft aloud and point out the sequence of events problems and solution. * Model using the story rubric to revise your story to make sure the story is in order, has a main character, a problem and a solution. * Display the draft and review it with children asking for changes or details to make the story interesting as you scribe.   **ACTIVITY 4 (Collaborative Writing)**   * Revise the steps of the writing process * Make groups to decide on a topic * Discuss and write what they would like to write about * Sentence frame: **“*I want to write about”*** | Writing  card side A  Writing card side B  Copies |  |